

# Gifted But

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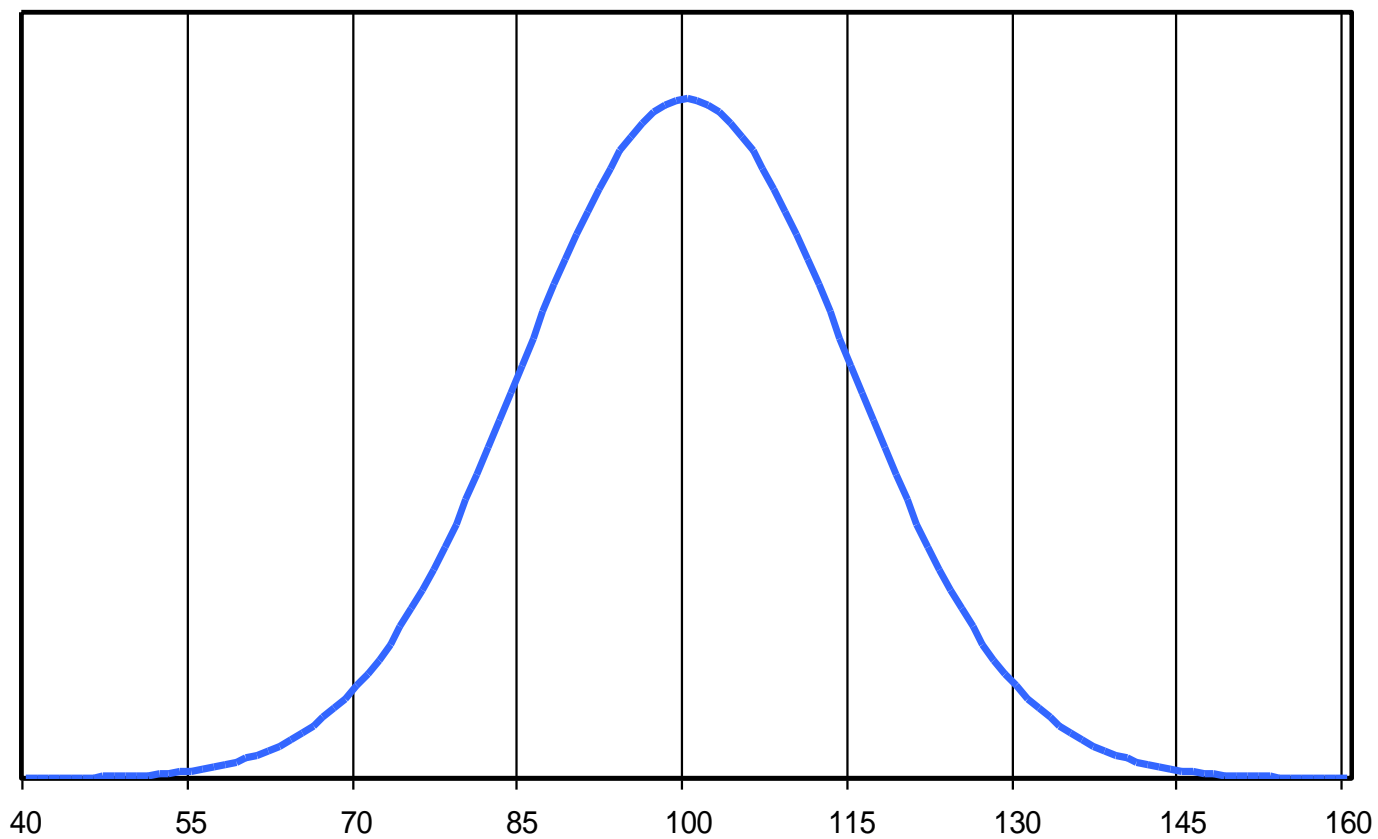
Welcome



# Overview of Topics

- ▶ **Definitions**
  - ▶ **Identification**
  - ▶ **Learning Styles**
  - ▶ **The Learning Model in Practice**
  - ▶ **Sensory Regulation**
  - ▶ **Cognition, Learning, and Mental Health**
  - ▶ **Social and Emotional**
  - ▶ **Review and Questions**
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# IQ and the Bell Curve

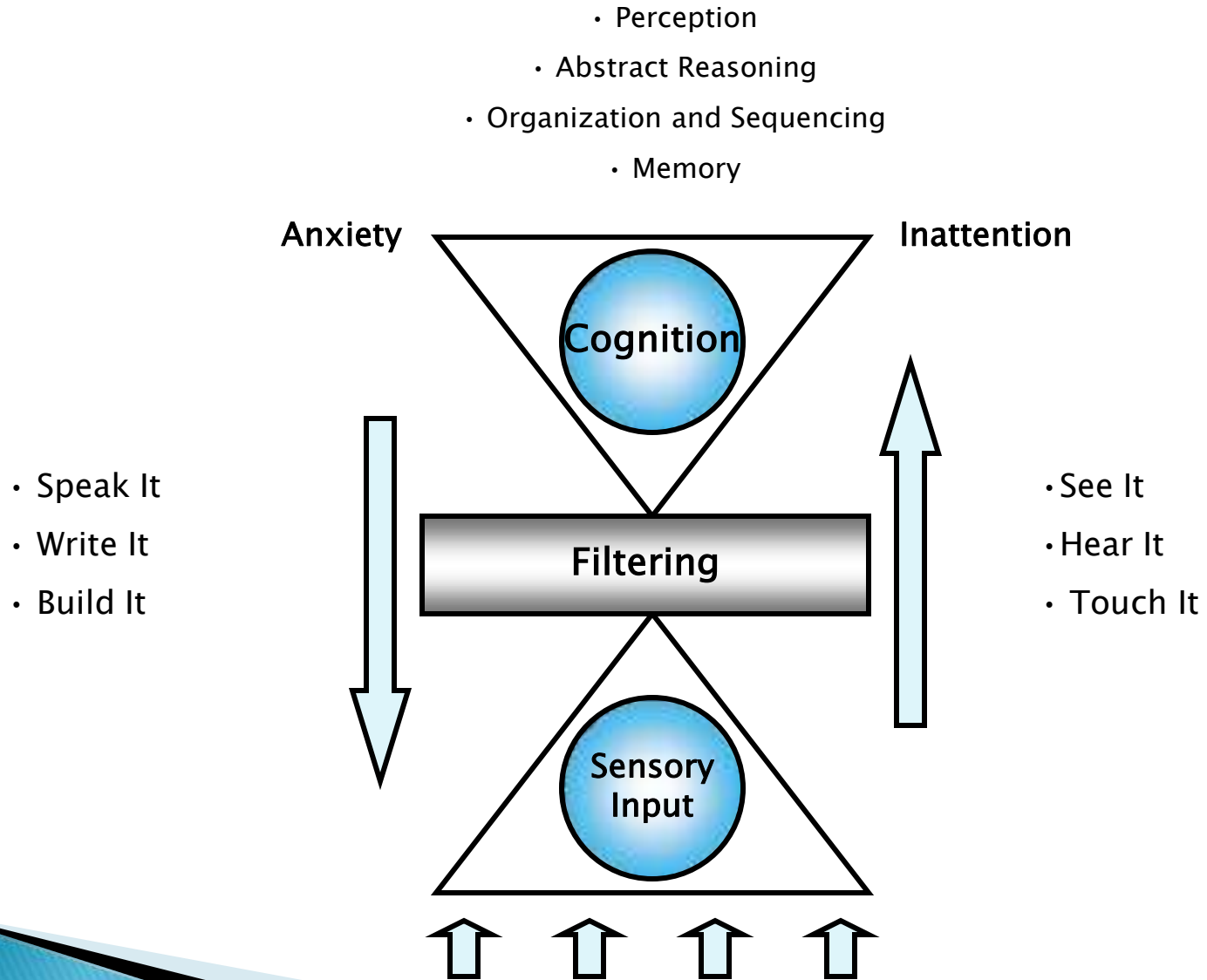


# Terminology

- ▶ **Gifted**
- ▶ **Learning Disabled**
  - **IQ / Achievement Discrepancy**
  - **Speech and Language**
  - **Mental Health Disorders**
  - **Behavioral Disabilities**
  - **Other Health Impairments**
- ▶ **Twice Exceptional**

# The Fire Truck

# Learning Model



# Young Gifted

Consistent skills at top of curve

Able to perform

Test anxiety with adequate scores

Easy to identify

Teachers and parents agree

Rapid acquisition

Bored

Good energy for learning

Intense emotions

Perfectionistic

Sensitive

Can fake average

May be shy

Family history for giftedness

# Young 2E

Skills scatter throughout curve

Not able to perform

Refuses to test or low scores

Difficult to identify

Parents see gifted, school does not

Inconsistent acquisition

Bored but work is too hard

Often fatigued

Intense emotions

Perfectionistic and/or refusal

Sensory Modulation Issues

Can't fake consistently

May miss the boat socially

Extended family and sibling history

may include mental health, addictions or under achievement

# Adolescent Differences


## Gifted

- ▶ Good grades, not too high.
- ▶ Hides gifts but stays at top of class.
- ▶ Sick of doing well so purposely fails.
- ▶ Bored and depressed with routine.
- ▶ Self medicates for excitement.
- ▶ Stable self image.
- ▶ Accurate reporter.
- ▶ May play both sides. Good kid, bad kid.
- ▶ Has high goals.
- ▶ Stable social interactions unless overly shy.
- ▶ Goes with the flow.
- ▶ Likeable one-on-one.

## Twice Exceptional

- ▶ Inconsistent grades.
- ▶ Complains of being stupid.
- ▶ Failing or working hard and barely passing. Takes 2x as long. Tired.
- ▶ Can't do well so purposely fails.
- ▶ Bored and depressed with life.
- ▶ Self-medicates to calm down, feel good, or cope. A loner.
- ▶ Poor self-image.
- ▶ Can't tell you what is going on.
- ▶ Often behaves like a "screw up."
- ▶ Has no goals for the future.
- ▶ Unstable with peers and family.
- ▶ Can't handle change.
- ▶ Behavior to push you away.


# Common Areas of Disability

- ▶ Visual Skills
  - ▶ Motor Processing
  - ▶ Hyper-acuity and/or Auditory Processing Disorder
  - ▶ Specific Learning Disability (Reading, Writing, Math)
  - ▶ Memory Deficits
  - ▶ Sequencing and Organization
  - ▶ Sensory Processing Deficits (Masked)
  - ▶ Abstract Reasoning
  - ▶ Asperger's and the Autism Spectrum
  - ▶ Attention Deficits
  - ▶ Anxiety, Depression, and Anger
  - ▶ Bi-Polar Disorder
  - ▶ Nonverbal Learning Disability
- 

# Good Observation: Recognizing Disability

- ▶ **Vision**
  - Screening
- ▶ **Auditory Processing**
  - Sound Agitation
  - Music to Drown Out Noise
- ▶ **Motor Skills**
  - Pencil and Keyboarding
  - Upper Body Stability
- ▶ **Speech and Language**
  - Articulation and Volume
  - Fluency, Rate, Word Finding, Looking Away
- ▶ **Organization and Sequencing**
  - Homework and Directions
- ▶ **Memory**
  - Rote & Working vs. Long-Term Memory
- ▶ **Attention Deficits**
  - Impulsivity and Aggression
- ▶ **Processing Speed**
- ▶ **Perceptual Reasoning**
- ▶ **Sensory Behaviors and Pain**
- ▶ **Spectrum Kids, Anxiety, Mood Disorders, Depression, & NVLD**

# Reasons that Test Scores May Be Low

- ▶ **Testing to the Limits**
  - ▶ **Over Thinking the Problem**
  - ▶ **Timed Tasks**
    - **The Apple Analogy**
  - ▶ **Inconsistencies in Scores**
  - ▶ **Age and The IQ Ceiling**
  - ▶ **Gender Issues in Testing**
  - ▶ **The Mask of Compensation**
  - ▶ **Introversion**
  - ▶ **Perfectionism**
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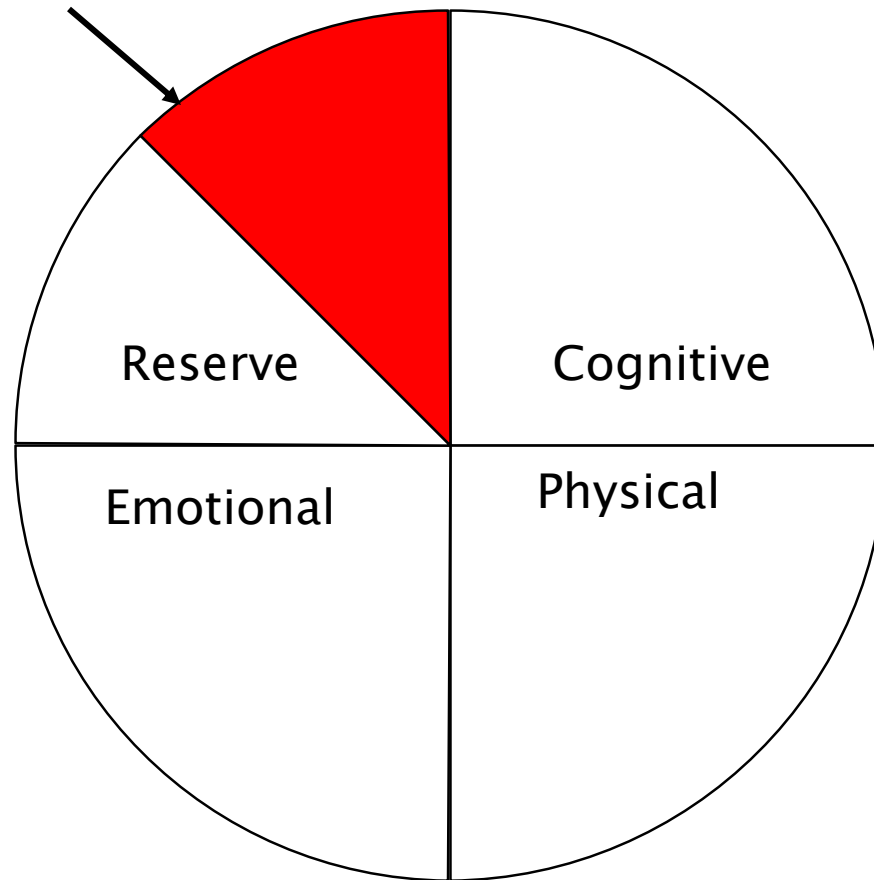
Cognitive Continuums:

Intelligence and Sensitivity



# Energy and Arousal: The Energy Pie

Over Arousal &  
Adrenaline  
Response




## Cognitive Energy: What is it?

Cognitive energy is the innate amount of energy allocated for cognitive processes for each individual.

Although higher amounts are associated with stronger cognition, cognitive energy is not predicted by IQ.

Cognitive energy can be thought of as one slice in an “energy pie.” Physical energy, emotional energy and energy reserves make up the other slices.



# The Rules of Energy

One cannot borrow between the slices, and the slices don't get "eaten" equally. So, an individual can be cognitively tired, and still have plenty of physical or emotional energy.

The innate amount of cognitive energy an individual has dictates the amount of sensory information that they can take in.


Bright kids take in more.



The ability to filter and sort sensory stimuli is developed through an accurate input response mechanism. For most of us this systems evolves naturally as our bodies interface with the world around us.

Excess input uses up cognitive energy and makes us feel anxious, while too little input creates the feeling of boredom and the need to move.

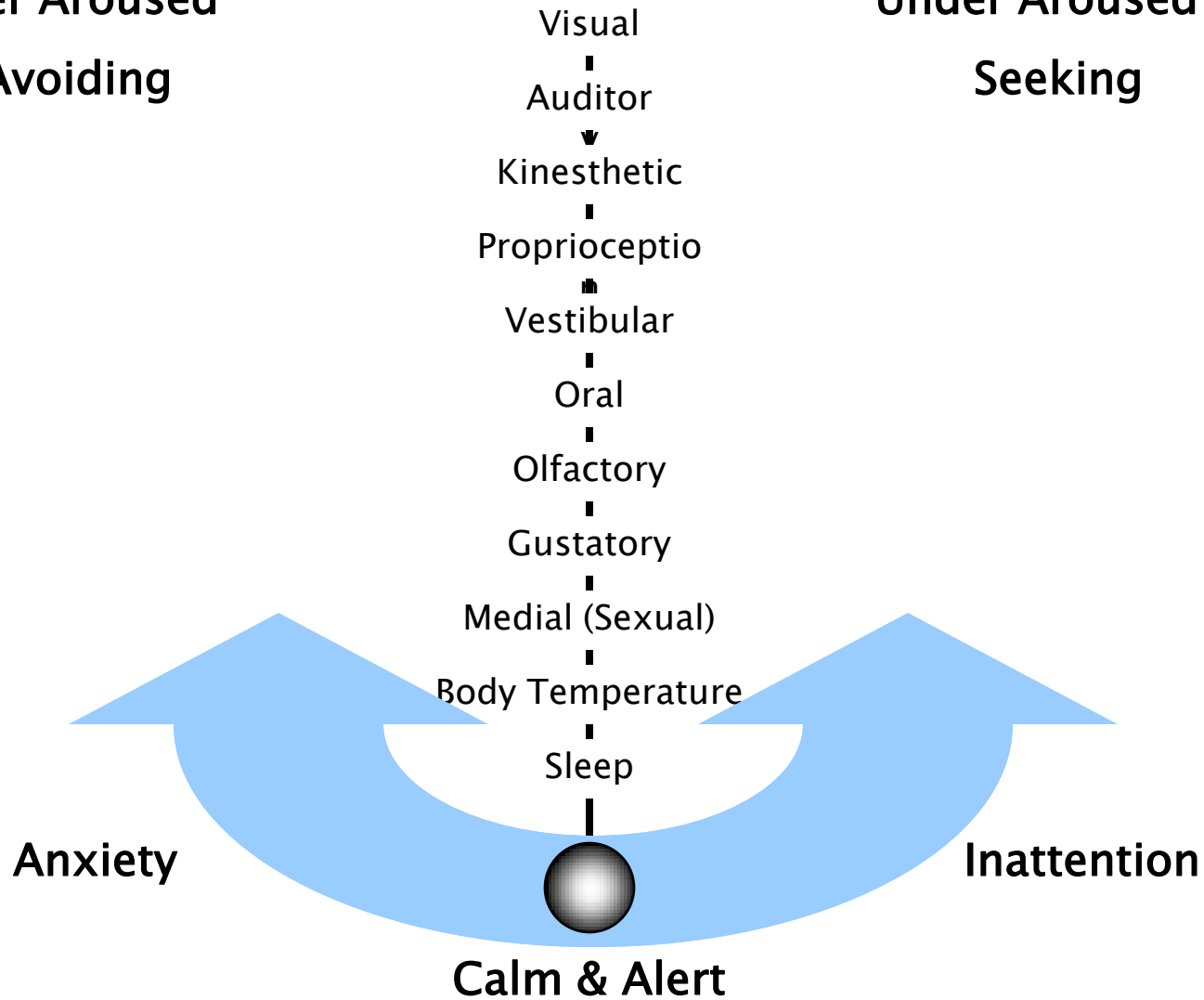
When a system has too much coming in the result is avoidance; too little results in seeking behaviors.



# The Sensory Pendulum

Over Aroused  
Avoiding


Under Aroused  
Seeking



Inaccurate sensory input slows down the ability to filter and sort sensory information.

This limits the energy available  
for other tasks.

As linear (vs. parallel) systems,  
language and social discourse  
are simply too complex and  
exhausting.



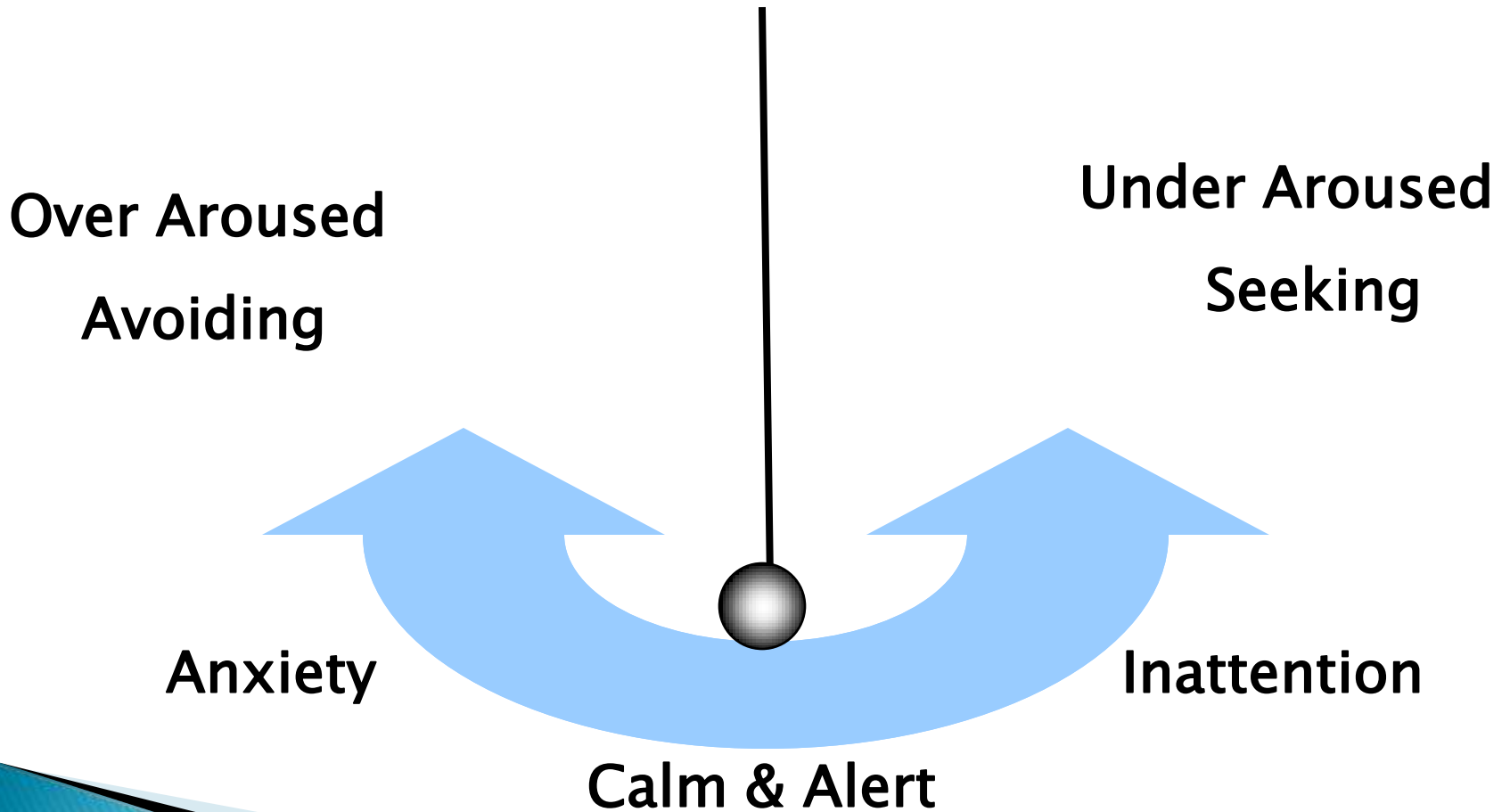
The sensory system can be likened to a pendulum, swinging between the states of over- and under-arousal

The sensory system tells us what it needs through behavior.

Sensory behaviors are often unconscious.




# The Sensory Pendulum




While one system can be on overload,  
another system may be under-stimulated.

When the state of all systems is neither  
over- nor under-stimulated we get a calm  
and alert child.

The calm, alert state is the least taxing on  
cognitive energy, thus new learning can  
finally occur.



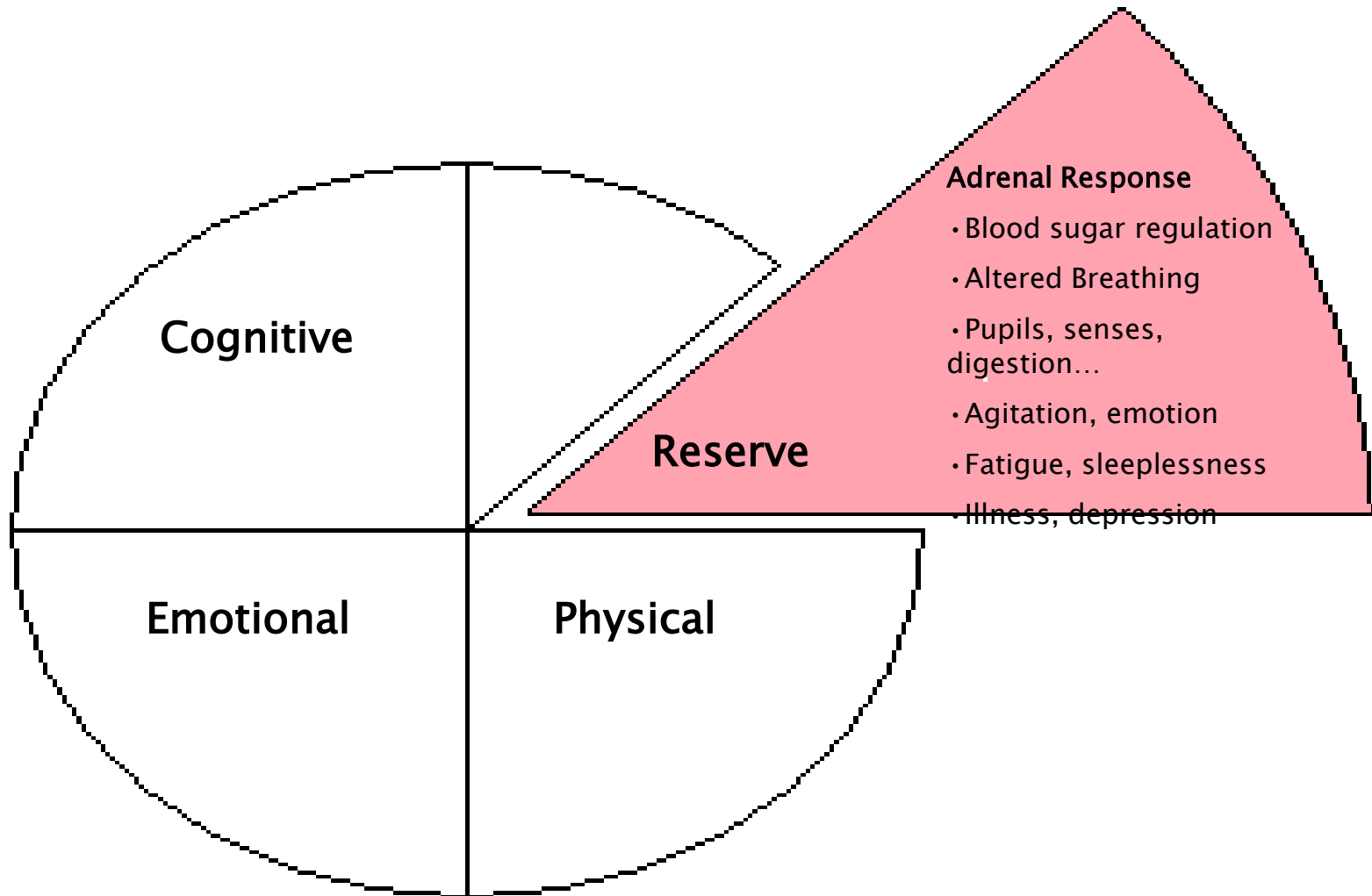
As biological survivors, we are designed to have at our disposal a system of reserves that can fuel us for extra cognition, physical energy or emotional response in demanding situations.



However, dipping into the reserve is costly.

Reserve energy is fueled through the fight or flight, “adrenal” response.

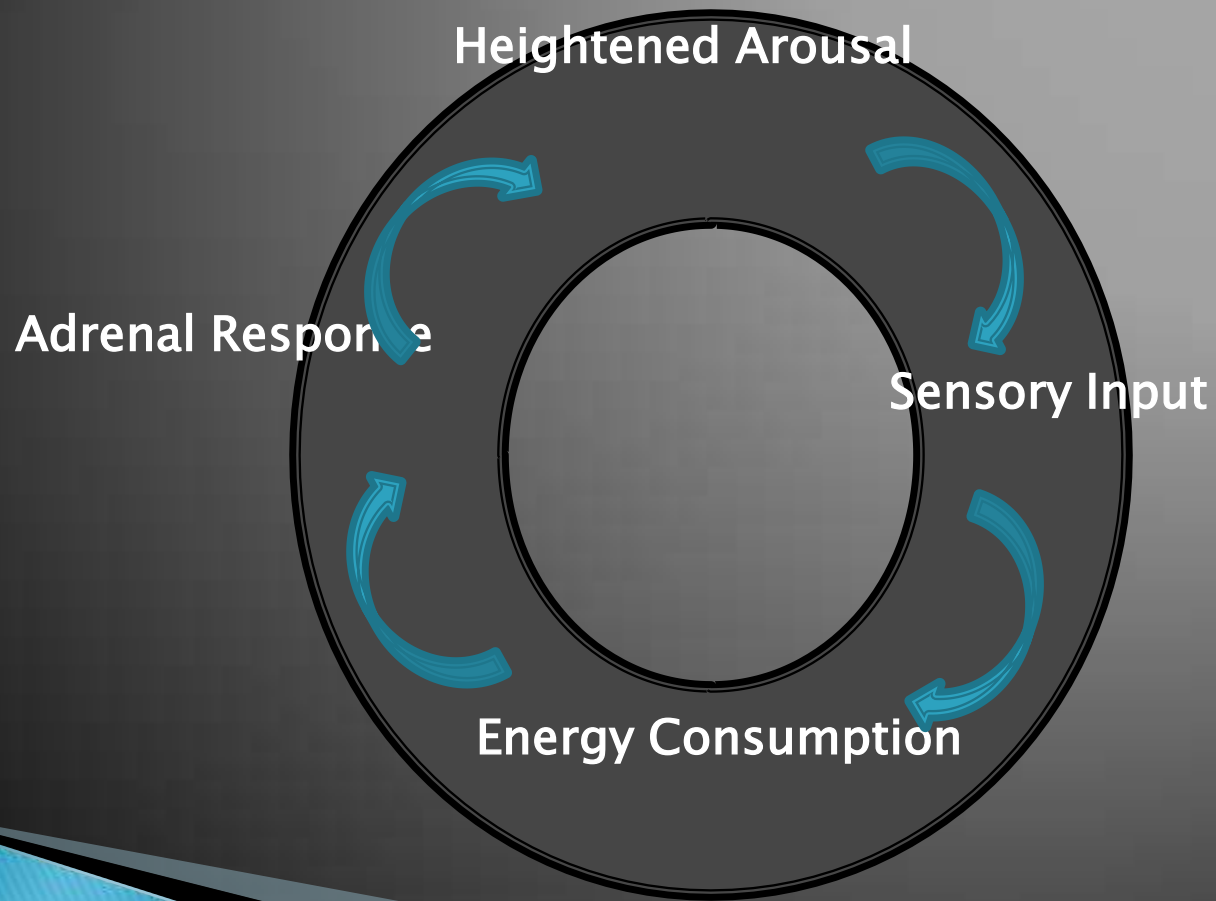
# The Cost of Compensation



# The Arousal Cycle:

The heightened arousal state causes increased energy, which in turn, increases sensory input. However extra information uses extra cognitive fuel to filter. So that energy must be borrowed from reserves and fueled with “adrenal” response which further heightens arousal.

# The Arousal Cycle



## The Mental Health Connection

The fight or flight state can look like inattention and/or impulsivity in a child who has physical energy to burn, is reactive, or in a child who engages in a lot of seeking or self-arousing/stimulating behavior.

Over arousal manifest with anxiety, rigidity or non-compliance, which, if forced to continue will create an implosion or an explosion.


Arousal:


The Lost Hiker


Which Came First, The Chicken or the Egg?




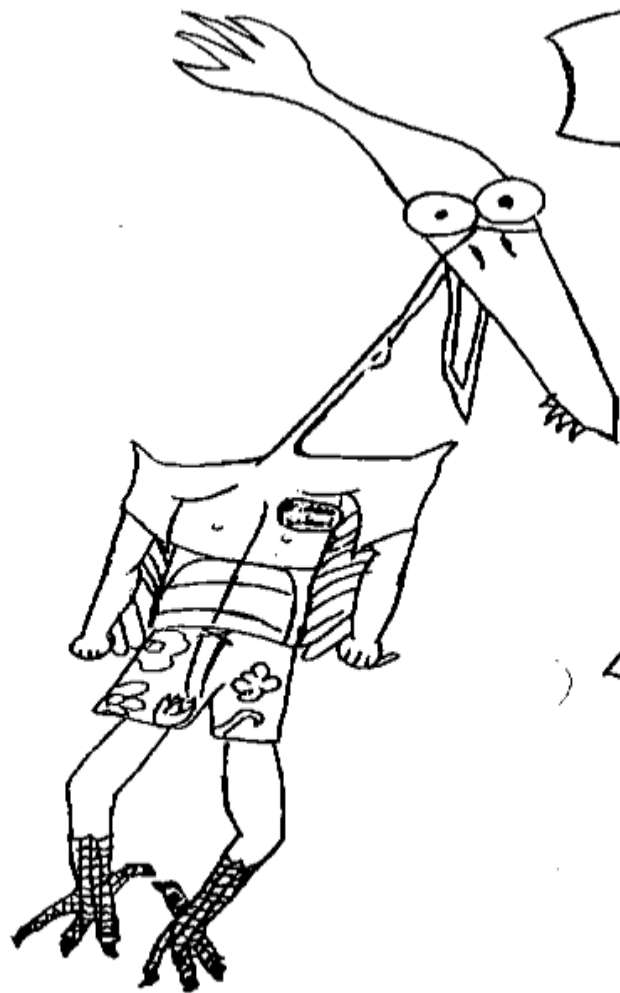
# Summary:

- ▶ When we accurately identify and provide accommodations for sensory issues, all children more readily find a calm, alert state.
  - ▶ The calm, alert learning state is necessary for optimization of cognitive energy use.
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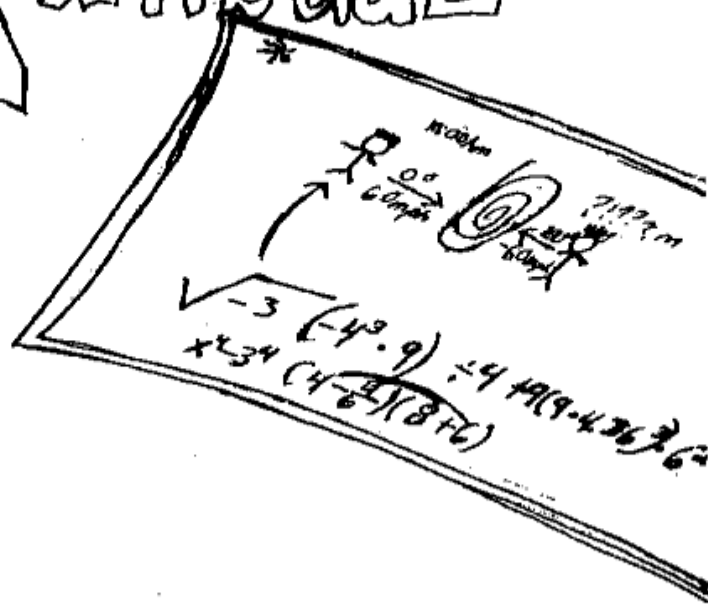
- ▶ When an individual uses too much cognitive, physical or emotional energy, adrenalin-fueled reserves kick in.
  - ▶ The cost of this use is the resultant “chicken or egg cycle” within the sensory regulation system.
  - ▶ Many behaviors and mental health conditions can be explained through ineffective or overused “adrenals.”
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- ▶ The Mind and body are part of a whole system
  - ▶ Once a child is calm and alert, only then can new learning occur.
  - ▶ All children need an even flow of input, processing and output for new learning.
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- ▶ Each child has a learning style that is unique to them. Once that learning style is understood then strength-based learning can occur. Strength-based learning is necessary for optimization of learning.
  - ▶ Many children with asynchronous skills have learned to learn through non-linear, visual, kinesthetic and/or experiential based modalities because their typical systems were impaired.
  - ▶ Eureka is a good term to explain this type of learning.
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# Bride and Groom Annual



"I'm not strange I'm face!"